

Characteristic III: Decision Making and Accountability



The district supports the school's collection and analysis of different sources of disaggregated student data. These efforts result in effective decisions regarding the allocation of resources and school improvement initiatives based on student performance in its low-performing schools.

DEFINITION	INDICATORS OF DISTRICT SUPPORT			
	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
3.1: DISTRICT DEVELOPMENT OF A DATA SYSTEM FOR SCHOOL IMPROVEMENT: <i>District Development of a Data System for School Improvement</i> is a comprehensive and systematic process developed by the district for collecting and using a variety of data that can be disaggregated by student subgroups. The data system is accessible to school staff and includes strategies for stakeholders to continuously provide feedback.	The district has a plan and system in place to add building-based qualitative and quantitative disaggregated student data that provides for continuous improvement in data collection and use in the low-performing schools.	The district has a comprehensive system of targeted data that can be disaggregated by student subgroups, is enhanced and improved continuously, and includes strategies for stakeholders to provide feedback. The system is user-friendly, accessible to all staff, and available from a variety of locations.	The district has a data system beyond WINSS that is accessible to staff. However, data is not always current or immediately available to the district's low-performing schools.	The district does not have a comprehensive system beyond WINSS for gathering and reporting disaggregated achievement, perception, and program data about its low-performing schools.
3.2: DISTRICT USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT LEARNING: <i>District Use of Data for Resource Allocation to Improve Student Learning</i> refers to a district system for targeting resources, including, money, staff, professional development, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student subgroups to determine district and school needs. In smaller districts, decisions might be made to target specific groups or individuals who need extra support.	The district has an objective system involving multiple stakeholders who use a variety of data that is disaggregated by student subgroups to allocate resources that sustains district operations and meets critical learning needs of students of the low-performing schools. The system is continuously evaluated and refined to improve resource allocation that meets the needs of the schools and the district.	The district uses a variety of data that is disaggregated by student subgroups to make decisions concerning resource allocation and improved support to the district's low-performing schools. Use of resources is continually evaluated by the district for its impact. Input from school staff, parents, students, and the community is periodically gathered to make changes to balance allocation needs.	The district uses data that is disaggregated by student subgroups to make some adjustments based on performance and operational needs; however, only a small portion of the resources is allocated based on targeting resources to the low-performing schools.	The district does not use data that is disaggregated by student subgroups for resource allocation purposes in its low-performing schools.

	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
3.3: DISTRICT USE OF FISCAL RESOURCES: <i>District Use of Fiscal Resources</i> refers to how districts use fiscal resources from local, state, and federal programs to achieve their goals and priorities, and how those resources are coordinated in the district.	The district has an ongoing process to evaluate and improve the use of fiscal resources and collaboration among programs and departments that are responsible for various funding sources. This evaluation and collaboration allows the district to more effectively achieve its goals and priorities in its low-performing schools.	The use of all district school improvement funds from Title I, II, III, V, or other programs are coordinated among key stakeholders and targeted toward reaching goals in the low-performing schools. Carryover of school improvement funds only occurs when funds are allocated for future support of specific school improvement activities.	The district has attempted to create a centralized plan for coordinating school improvement funding, but there are gaps in coordination and targeting of funding to the low-performing schools. School improvement funds that are returned or carried over are generally ten percent or less of the original allocation.	The district has no centralized plan for allocating and coordinating school improvement resources to its low-performing schools. The district frequently turns back funds available for school improvement from Title I, II, III, V, or other programs.
3.4: DISTRICT SUPPORT FOR SCHOOL'S DATA-BASED DECISION MAKING: <i>District Support for School's Data-based Decision Making</i> refers to the practices and systems that the district has implemented to develop a school's capacity to use a variety of data that can be disaggregated by student subgroups to make effective decisions that benefit students.	School staff in the district's low-performing schools use a variety of disaggregated student data to make decisions as an operational norm of the culture. Schools become more self-sufficient in their capacity to make data-based decisions. The district supports the schools' use of data through a continuous feedback loop.	The district has a formal plan to build capacity for school-based, data-driven decision making in its low-performing schools. The district is extensively involved in helping its low-performing schools use a variety of disaggregated student data, resulting in improved student achievement.	The district has a process that supports the use of disaggregated student data for school-level decision making, but the process is applied infrequently or inconsistently at the low-performing schools.	The district does not have a formal process that supports the use of disaggregated student data for school-level decision making in its low-performing schools.